THE RPS ADVANCED PHARMACY FRAMEWORK (APF)

2013

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Preface

Patients and the public in general expect high quality care from health professionals. They expect professionals to work together and to identify where improvements to outcomes and quality of care can be made, and to address those deficiencies effectively and efficiently. They also expect professionals to utilise public resources well and to maximise value obtained from those resources.

A competent workforce is an essential pre-requisite for all health care professions. The capacity to improve therapeutic outcomes, patients' quality of life, scientific advancement and enhancement of our public health imperatives are dependent on a foundation of competence and continued development of practice. For a profession to develop in a cohesive way, across all sectors, the ability to access the knowledge, skills, attitudes, behaviours and specific competencies that underpin practice beyond day 1 is essential and forms the basis of a professional development framework to support practitioner development for effective and sustained performance.

Professional Development Frameworks have become increasingly popular in professional education over the past decade alongside the increased focus on supporting healthcare professionals to keep up to date and continue to advance their practice. Such frameworks contain a structured assembly of behavioural competencies, driven by the need for transparency in the training, development and professional recognition of healthcare professionals. The evidence to support their routine use in professional development is unequivocal.

The RPS is pleased to launch the Advanced Pharmacy Framework, the APF, developed in partnership with CoDEG and representatives from across the profession and across GB. The APF builds on the widely used Advanced to Consultant Level Framework (the ACLF), to ensure it is applicable to all sectors and specialisms across pharmacy and across GB. This framework is designed to be read and used in conjunction with relevant professional, service and corporate documents such as policy, curricula guidance, standards and frameworks related to education and training, learning and development activity and performance assessment tools. The APF forms the backbone of the RPS Faculty portfolio and will be a valuable tool for all those in pharmacy seeking to develop and advance.

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1 Introduction

Over the past decade, many frameworks and tools have evolved to support professional development across the profession. The RPS Advanced Pharmacy Framework (APF) is a framework for identifying and recognising the stage of practice. It is applicable to all sectors and nations, building on what have previously been shown to work. This can form the basis of the professional portfolio.

The APF builds on the widely used Advanced to Consultant Level Framework (the ACLF), to ensure it is applicable to all sectors and specialisms across pharmacy in GB.

The evidence supports its use across the profession, and more widely, for the development of both advanced and specialist practice, applicable to all who work in pharmacy.

The APF is intended for use once early or foundation years have been completed. It forms a useful supportive framework to gather evidence of advancement across the core competencies.

2 The Advanced Pharmacy Framework

2.1   Development of the APF

The original ACLF was developed by the Competency Development and Evaluation Group (CoDEG) in 2004. Since then, the ACLF has been extensively validated across pharmacy, at all levels of practice, and principally in hospital, community and primary care sectors *[see bibliography]*.

The original ACLF underpinned the Department of Health (England) guidance for NHS Consultant pharmacists and those pharmacists with special interests. The new APF will prove useful for advanced roles across pharmacy, across Great Britain and across healthcare.

The APF has been developed to ensure applicability across sectors, specialities and for both patient facing and non-patient facing roles. The new RPS APF is available to all practitioners wanting to advance their practice in all sectors.

2.2   Clusters and Competencies of the APF

The APF identifies six key areas (also known as clusters) that are important for development in and demonstration of advanced stages of practice, independent of sector.
The six clusters are:

1.   Expert Professional Practice (EPP)
2.   Collaborative Working Relationships (CWR)
3.   Leadership (L)
4.   Management (M)
5.   Education, Training and Development (ET&D)
6.   Research and Evaluation (R&E)

The APF comprises 34 competencies located across 6 clusters; each competency is described at three stages of development.

Advanced Stage I - Either early stages of specialisation and advancement, or established in a role, performing well, advanced beyond foundation years.

Advanced Stage II – An expert in an area of practice, experienced. Routinely manages complex situations and a recognised leader locally/regionally.

Mastery - Aligned to recognised leader in community or primary care; Consultant and corporate level practice in NHS; equivalent leads in academia; business / corporate leadership roles in industry; business or strategic leader in community. Recognised as a leader in an area of expertise (nationally often internationally), alongside a breadth of experience.

2.3   Application of the APF

The APF framework allows practitioners to self assess and identify what stage they currently practice at within each of the six Cluster areas.

Very often, practitioners start with considering their role and experiences and how they might map to the clusters in the framework, alongside the evidence they have to support a cluster. Alongside that, examples of development from practice often map against more than one cluster and across many competencies.

Practitioners can use the framework to identify areas they want to develop further across all areas of practice, not just expertise or to progress to a higher level. For pharmacists who are members of the RPS, this is a very useful tool to target your CPD and to populate a Professional Development Plan (PDP) as well as being essential for Faculty membership.

3 Who is it for?

The Advanced Pharmacy Framework applies to all pharmacy professionals who are experienced practitioners; who are developing complex skills; or who are recognised at NHS Consultant or higher levels of practice.

The application of, and opportunity to demonstrate, the competencies in the APF will differ according to the career stage of the pharmacy professional and the type of role they fulfil. The context in which competence can be achieved will become more complex throughout the stages as well as more demanding with career progression.

For example, registered practitioners are very often involved in work relating to patients, customers and other staff and are the ones who are experiencing how day-to-day healthcare works in action. They often undertake more education, training and professional development opportunities to further consolidate and develop their skills and knowledge in everyday practice. They are uniquely placed to develop experience across all six clusters.

This experience will, of course vary from sector to sector, but these experiences can be mapped to very generic competencies with some additional support and guidance. Essentially the framework is very useful for capturing a practitioner's experience and development as evidence of advancement.

More experienced practitioners hold more complex roles and have greater responsibility for outcomes and deliverables. They develop their abilities though delivery of services, higher levels of responsibility and accountability, by working with colleagues in other settings and projects and by working across boundaries, disciplines and sectors. Familiarity with a specific focus of practice will enable them to improve healthcare for patients, to innovate, educate and research their practice, whatever their sector. As established members of staff, area teams, company or Trust directors or as pharmacy owners and partners, they are able to develop their leadership abilities by actively contributing to the running of the organisation and to the way care is provided in complex systems.

4 The Framework

1. Expert Professional Practice			
Improves standards of pharmaceutical care for patients.			

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
1.1 Expert Skills and Knowledge	Demonstrates general pharmaceutical skills and knowledge in core areas. In addition for patient focussed roles: Is able to plan, manage, monitor, advise and review general pharmaceutical care programmes for patients in core areas.	Demonstrates in-depth pharmaceutical skills and knowledge in defined area(s). In addition for patient focussed roles: Is able to plan, manage, monitor, advise and review in-depth/complex pharmaceutical care programmes for patients in defined area(s).	Advances the knowledge base in defined area(s). In addition for patient focussed roles: Advances in-depth/complex pharmaceutical care programmes for patients.
1.2 Delivery of Professional Expertise	Demonstrates accountability for delivering professional expertise and direct service provision as an individual.	Demonstrates accountability for the delivery of professional services and expertise via a team or directly to groups of patients/clients/users.	Demonstrates accountability for the delivery of professional expertise at a defined higher level. May include providing expertise and service delivery nationally or at a strategic level.
1.3 Reasoning and Judgement Including: • Analytical skills • Judgemental skills • Interpretational skills • Option appraisal	Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options. Recognises priorities when problem-solving and identifies deviations from the normal pattern.	Demonstrates ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison. Demonstrates an ability to see situations holistically.	Demonstrates ability to use skills to manage difficult and dynamic situations. Demonstrates ability to make decisions in the absence of evidence or data or when there is conflicting evidence or data.
1.4 Professional Autonomy	Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct.	Is able to take action based on own interpretation of broad professional policies/procedures where necessary.	Is able to interpret relevant policy and strategy, in order to establish goals and standards for others within the defined area(s).

2. Collaborative Working Relationships
Is able to communicate, establish and maintain professionally-driven working relationships and gain the co-operation of others.

Competency		Developmental Descriptors		
		Advanced Stage I	Advanced Stage II	Mastery
2.1	**Communication** Including ability to: • Persuade • Motivate • Negotiate • Empathise • Provide reassurance • Listen • Influence *And* • Networking Skills • Presentation Skills	Demonstrates use of appropriate communication to gain the co-operation of relevant stakeholders (including patients, senior and peer colleagues, and other professionals where possible). Demonstrates ability to communicate where the content of the discussion is explicitly defined.	Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of relevant stakeholders within the organisation. Demonstrates ability to communicate where the content of the discussion is based on professional opinion.	Demonstrates ability to present complex, sensitive or contentious information to large groups of relevant stakeholders. Demonstrates ability to communicate in a hostile, antagonistic or highly emotive atmosphere.
2.2	**Teamwork and Consultation**	Demonstrates ability to work as a member of a team. Recognises personal limitations and refers to more appropriate colleague(s) when necessary.	Demonstrates ability to work as an acknowledged member of a multidisciplinary team. Consulted within the organisation for advice which requires in-depth professional expertise.	Works across boundaries to build relationships and share information, plans and resources. Sought as an opinion leader both within the organisation and in the external environment.

3. Leadership
Inspires individuals and teams to achieve high standards of performance and personal development.

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
3.1 **Strategic Context**	Demonstrates understanding of the needs of stakeholders. Practice reflects relevant local and national policy.	Demonstrates ability to incorporate relevant national policy to influence local strategy.	Demonstrates active participation in creating relevant national policies.
3.2 **Governance**	Demonstrates understanding of the pharmacy role in governance. Implements this appropriately within the workplace.	Influences the governance agenda for the team and/or service.	Shapes and contributes to the governance agenda at a higher level.
3.3 **Vision**	Demonstrates understanding of, and contributes to, the workplace vision.	Creates vision of future and translates this into clear directions for others.	Convinces others to share the vision at a higher level.
3.4 **Innovation**	Demonstrates ability to improve quality within limitations of service.	Recognises and implements innovation from the external environment.	Takes the lead to ensure innovation produces demonstrable improvement.
3.5 **Service Development**	Reviews last year's progress and develops clear plans to achieve results within priorities set by others.	Develops clear understanding of priorities and formulates practical short-term plans in line with workplace strategy.	Relates goals and actions to strategic aims of organisation and profession.
3.6 **Motivational**	Demonstrates ability to motivate self to achieve goals.	Demonstrates ability to motivate individuals and/or the team.	Demonstrates ability to motivate individuals and/or teams at a higher level. May include more strategic motivational activities at local, institutional and national levels.

4. Management
Organises and delivers service objectives in a timely fashion.

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
4.1 Implementing National Priorities	Demonstrates understanding of the implications of national priorities for the team and/or service.	Shapes the response of the team and/or service to national priorities.	Accountable for the direct delivery of national priorities at a higher level.
4.2 Resource Utilisation	Demonstrates understanding of the process for effective resource utilisation.	Demonstrates ability to effectively manage resources.	Demonstrates ability to reconfigure the use of available resources.
4.3 Standards of Practice	Demonstrates understanding of, and conforms to, relevant standards of practice.	Demonstrates ability to set and monitor standards of practice at team and/or service level.	Accountable for the setting and monitoring of standards at a higher level.
4.4 Managing Risk	Demonstrates ability to identify and resolve risk management issues according to policy/protocol.	Develops risk management policies/protocols for the team and/or service, including identifying and resolving new risk management issues.	Is accountable for developing risk management policies/procedures at a higher level, including identifying and resolving new risk management issues.
4.5 Managing Performance	Follows professional and organisational policies/procedures relating to performance management. Refers appropriately to colleagues for guidance.	Is accountable for performance management for a team or group of personnel.	Is accountable for performance management at a higher and/or institutional level.
4.6 Project Management	Demonstrates understanding of the principles of project management.	Demonstrates ability to successfully manage a project at team and/or service level.	Demonstrates ability to successfully manage a project at a higher level.
4.7 Managing Change	Demonstrates understanding of the principles of change management.	Demonstrates ability to manage a process of change for the team and/or service.	Demonstrates ability to manage a process of change at a higher level.
4.8 Strategic Planning	Demonstrates ability to think 4-12 months ahead within a defined area. Plans the work programme to align with strategy. Demonstrates understanding of formal structures.	Demonstrates ability to think over a year ahead within a defined area. Demonstrates understanding of culture and climate and ability to plan with the whole of the organisation in mind.	Thinks long term and sector wide. Takes the long-term perspective. Demonstrates understanding of organisational politics and changes in the external environment.
4.9 Working Across Boundaries	Demonstrates ability to extend boundaries of service delivery within the team.	Demonstrates ability to extend the boundaries of the service across more than one team.	Demonstrates the value of extending service delivery across boundaries in the external environment.

5. Education, Training & Development
Supports the education, training & development of others. Promotes a learning culture within the organisation.

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
5.1 **Role Model**	Understands and demonstrates the characteristics of a role model to members in the team and/or service.	Demonstrates the characteristics of an effective role model at a higher level.	Is able to develop effective role model behaviour in others.
5.2 **Mentorship**	Demonstrates understanding of the mentorship process.	Demonstrates ability to effectively mentor others within the team and/or service.	Demonstrates ability to effectively mentor outside the team and/or service.
5.3 **Conducting Education & Training**	Demonstrates ability to conduct teaching and assessment effectively according to a learning plan with supervision from a more experienced colleague.	Demonstrates ability to assess the performance and learning needs of others. Demonstrates ability to plan a series of effective learning experiences for others.	Demonstrates ability to design and manage a course of study, with appropriate use of teaching, assessment and study methods.
5.4 **Professional Development**	Demonstrates self-development through continuous professional development activity.	Facilitates the professional development of others.	Shapes and contributes to the professional development strategy.
5.5 **Links Practice and Education**	Participates in the delivery of formal education programmes.	Participates in education and training in an external environment.	Shapes, contributes to or is accountable for the creation or development of higher education qualification(s).
5.6 **Educational Policy**	Demonstrates an understanding of current educational policies relevant to working areas of practice.	Demonstrates ability to interpret national policy in order to design strategic approaches for local workforce education planning and development.	Shapes and contributes to national education and workforce planning and development policy.

6. Research & Evaluation
Uses research to deliver effective practice. Identifies and undertakes research to inform practice.

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
6.1 **Critical Evaluation**	Demonstrates ability to critically evaluate and review literature.	Demonstrates application of critical evaluation skills in the context of working practice.	Is recognised as undertaking peer review activities within working practice.
6.2 **Identifies Gaps in The Evidence Base**	Demonstrates ability to identify where there is a gap in the evidence base to support practice.	Demonstrates ability to formulate appropriate and rigorous research questions.	Demonstrates ability to design a successful strategy to address research questions.
6.3 **Develops and Evaluates Research Protocols**	Demonstrates ability to describe the core features of research protocols.	Demonstrates ability to design a rigorous protocol to address previously formulated research questions.	Demonstrates active involvement in the critical review of research protocols.
6.4 **Creates Evidence**	Demonstrates ability to generate evidence suitable for presentation at local level.	Demonstrates ability to generate new evidence suitable for presentation at research symposia.	Demonstrates authorship of primary evidence and outcomes in peer reviewed media.
6.5 **Research Evidence Into Working Practice**	Demonstrates ability to apply the research evidence base into working practice.	Demonstrates ability to apply research and evidence-based practice within the team and/or service.	Is able to use research evidence to shape policy/procedure at an organisational and/or national level.
6.6 **Supervises Others Undertaking Research**	Demonstrates understanding of the principles of research governance.	Is able to contribute to research supervision in collaboration with research experts.	Is a research project supervisor for postgraduate students.
6.7 **Establishes Research Partnerships**	Demonstrates ability to work as a member of the research team.	Demonstrates ability to establish new multidisciplinary links to conduct research projects.	Demonstrates ability to show leadership within research teams concerning the conduct of specialist research.

5 Glossary

This glossary defines commonly used words and phrases associated with the RPS Advanced Pharmacy Framework. We will continue to update the glossary in response to member feedback and in line with future development of the Faculty.

Term	Explanation	Example
Core Areas of practice	Core areas cover the common areas that any practitioner would be expected to be familiar with in a similar role at an advanced level. The core areas of pharmacy practice include leadership, management, education, training and development and research and evaluation. Core clinical areas are defined in the generic and specialist 'professional curricula'.	A 'patient focused' pharmacist would be expected to have a good working knowledge of common conditions and medicines; e.g. hypertension, type 2 diabetes, asthma, and ability to apply this knowledge to resolve pharmaceutical care issues. A 'non-patient focused' pharmacist e.g. in industrial medicines information: knowledge of appropriate legislation around reporting adverse events, appropriate use of info resources, questioning and listening skills.
Defined Area of practice	The specific area of responsibility in a role which may be a specialist or general area of practice but would be covered in depth beyond that of a core area as is the focus of that role. Knowledge and skills are defined in the generic and specialist 'Professional curricula'.	A defined area may be: • an area of clinical practices e.g. • cardiology, paediatrics • a specific role e.g. • Area Manager, Superintendant Pharmacist • a service area e.g. • manufacturing of cytotoxics, medicines information
Dynamic Situations	Where the context of the problem is changing and requires regular evaluation and feedback.	Providing management and leadership during a 'major incident'.
Evidence-Based Practice	'The conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means integrating individual clinical expertise with the best available external clinical evidence from systematic research.' (Sackett D, 1996).	Applies medical/pharmacotherapeutic evidence to the care of patients either directly or in the development of treatment protocols or guidance. Applies evidence from research, service evaluation and or audit to improve service delivery.
External Environment	Outside of the pharmacist's employing organisation. (see also higher level and Team)	Includes pharmaceutical services in other organisations, educational institutions regional or national committees/ special interest groups.

Term	Explanation	Example
Formal education	Education provided through an accredited institution leading to a recognised award such as a diploma or degree.	E.g. undergraduate MPharm, post graduate Diploma, MSc, PhD, NVQ and BTech.
Facilitator	One who encourages self-directed learning: Establishes a collaborative relationship where the learner(s) is(are) responsible for learning. Provides a structure for learning. Creates open/ trusting environment.	A facilitator may help a trainee identify learning needs through reflection and feedback, support and direct them in identifying suitable methods to meet those needs, and help the trainee in reviewing their learning outcomes.
Governance	The values, behaviours and the structures and processes that need to be in place to enable the board of an organisation to discharge its responsibilities all the way down to the individual. Includes Clinical Governance, Research Governance, Corporate governance.	
Higher Level	A greater level of organisational complexity than that of the pharmacist's team (as defined below).	Higher level activities may be at Executive Board level of an organisation (including NHS Trust or pharmaceutical industry); at Clinical Commissioning Group (CCG) level for a community pharmacist in England; an Academic Board; a regional or national group of senior professionals.
Mentor	A mentor supports and encourages another to manage their own development in order that they may maximise their potential, develop their skills, improve their performance and become the professional they want to be. Ideally a mentor should not be the manager or educational tutor due to potential conflict of interest.	
National Priorities	Priorities defined by the government or relevant national leadership bodies that influence practice.	Health care priorities identified by the: • Department of Health • Educational / workforce priorities • Priorities influencing scientific or industrial practice (e.g. health and safety).

Term	Explanation	Example
Peer Review	Expert opinion is sought to undertake a review of published work(s) in the pharmacist's area of practice. (n.b. different meaning to the 'peer assessment or review' used in Faculty assessment which is a multi source feedback of an individual's practice).	
Patient focussed roles	Roles that require a pharmacy professional to either provide pharmaceutical care directly to patients or to be directly responsible for delivering a pharmaceutical service to patients.	Working as a community pharmacist, a hospital clinical pharmacist. Team leader of a group of pharmacists delivering a clinical service across sectors.
Pharmaceutical Care	'Pharmaceutical care is the direct, responsible provision of medication-related care for the purpose of achieving definite outcomes that improve a patient's quality of life.' (Hepler & Strand). Pharmaceutical care should underpin the delivery of medicines optimisation; ensuring health gain from medicines are maximised and harms minimised. This is achieved through enhanced engagement with patients and the public, understanding their experience and breaking down barriers between professions.	
Professional Development	Professional development refers to skills and knowledge attained for development and advancement in your career, role or professional duties. Continuing professional development (CPD) for pharmacists is a statutory process to demonstrate competence and safety to practice. The General Pharmaceutical Council's CPD framework is based on a cyclical process of reflection, planning, action and evaluation.	Facilitated learning opportunities including taught courses, conferences, supervised practice and training. Informal learning includes opportunities in practice and self directed development of knowledge (e.g. reading/ attending seminars/ lectures/ workshops), skills and behaviours (e.g. shadowing, on the job training).

Term	Explanation	Example
Role Model	One who *sets an example through their behaviour and values.*	All pharmacists should behave in a professional manner that their colleagues and trainees would be expected to emulate. Advanced pharmacists should display traits and behaviours that others would aspire to attain, such as strong commitment to maintaining expertise through a variety of development routes, commitment to improving patient care or services through evidence based practice and evaluation, Effective leadership & team working styles
Service (Pharmacy)	The service the pharmacist is directly involved in providing whether direct to patients or otherwise.	A pharmacy service to a defined group of patients. E.g. anticoagulation clinic medicines/medical information service. Manufacturing/ drug formulation.
Team	A team is a group of professionals working together and mutually accountable for the delivery of a common purpose or goal. Within the context of the framework Team refers to the group (pharmacy or multidisciplinary) with which the pharmacist works most closely and regularly. See also Higher level.	The team may comprise all the pharmacy staff working within a location or in a larger organisation may be a sub group of pharmacy staff providing a service to a defined area. Where the pharmacist predominately works directly with other professionals in delivering a service they would comprise the 'team'.

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